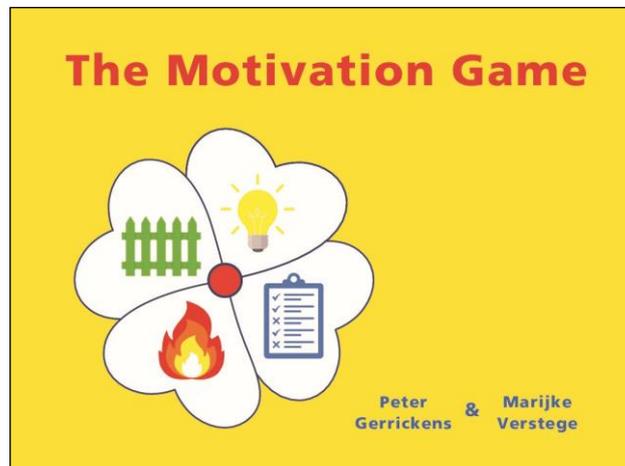


RULES FOR PLAYING THE MOTIVATION GAME



The purpose of The Motivation Game is to get people talking about what inspires and motivates them from within. Gaining more insight into what motivates you will not only help you make better choices about your work and life but will also make it easier to work with others.

The Motivation Game consists of 140 cards, divided into four groups. There is also a blank card for each group, in case you or the participants have an addition to make. The groups are:

1. **Activities** (55 cards). These cards help you find an answer to questions such as: What do I enjoy doing? What gives me energy?
2. **Inspirations** (17 cards). These cards help you find an answer to questions such as: Where do I get my inspiration from? What helps me get in touch with my inspiration?
3. **Conditions** (38 cards). These cards help you find an answer to the question: What do I need to do my work well and with pleasure? Your employer can influence these conditions, but you yourself can often do a lot as well.
4. **Limiting beliefs** (30 cards). These cards help you find an answer to the question: What thoughts keep me from doing the activities that inspire me? A limiting belief is a powerful, automatic thought pattern that negatively affects you.

The 'conditions' cards relate to work situations only. The 'activities', 'limiting beliefs' and 'inspirations' cards can be applied to both your work and your personal life.

You could summarise the relationship between the individual components of the game and the concept of 'motivation' as follows: if you want to become or stay motivated, it is important that you do activities you enjoy, that the conditions you need are met, that you make full use of your inspirations and that you are not held back too much by limiting beliefs.

The methods of play below can be used in (small) groups. They are written from the player's perspective. With some adjustments, they can also be used for individual coaching. You can find these adjustments in each section under the heading 'Game variant for coaching'.

METHOD APPLYING THE ACTIVITIES CARDS

Goals

1. To get to know each other (even) better.
2. To assess how well you can judge which activities the other player enjoys doing.

Conditions

1. The players know each other.
2. Number of players: 2.
3. Required: the 'activities' cards. Pen and paper.
4. Playing time: 40–60 minutes.

Method

1. Put the cards face up on the table. Each player writes down up to 10 activities that he or she enjoys doing. When choosing, look beyond your current work. Don't show the other player what you write on your list. Rank your chosen activities, starting with the activity you enjoy the most.
2. Each player writes down up to 10 activities that they think the other player enjoys doing.
3. Sit across from each other and take turns discussing each other's results. You start. Take the cards with the activities you wrote down for yourself in step 2 and place them in front of you, in a horizontal row, in the order in which you ranked them. Then the other player tells you which activities he or she wrote down for you at step 2. The other player puts the cards that were not on your list, but that he or she had written down for you, in front of him or her in a horizontal row. Put the cards that were on both lists in a row in the middle. The greater the number of cards in this row, the better the other player can judge which activities you enjoy.
4. Discuss the result. Do this as follows:
 - (a) Explain your choice for each card in the row of activities you have chosen for yourself. Each player explains their choice of cards for the row in the middle. The other player explains why he or she chose the cards in the row in front of him or her.
 - (b) What is your conclusion about the extent to which you know each other in this respect?
5. Repeat steps 3 and 4 for the other player.

Game variant for coaching

If you want to explore a coachee's dissatisfaction with the content of his or her current work, proceed as follows:

- (a) Choose up to eight activities that you enjoy doing. Look beyond your current work. Order them from top to bottom, starting with the activity you enjoy the most.

(b) Choose up to eight activities that are part of your current work. Order them from top to bottom, starting with the activity you spend the most time on. If there are activities that you have also chosen at (a), put them between the first and second rows.

(c) Discuss the result using the following questions:

- What do you notice about the overall result?
- Which activity you chose at (b) causes the most dissatisfaction? Is it possible to reduce the amount of time you spend on it? If so, how could you do that?
- Are there any activities you chose at (a) that you would like to make a part of your work? If so, which ones? How could you do that?

You can also do step (a) with a coachee who is not sure which profession might suit him or her. You can then brainstorm together about possible professions based on the chosen activities. After all, each profession consists of a number of activities in a certain order of importance.

If you want to get a more complete picture of what is going on in someone's work situation, you can combine the results of this game variant with the results of the game variant for coaching that applies the 'conditions' cards.

METHOD APPLYING THE INSPIRATIONS CARDS

Goals

1. To make the players aware of what inspires them most.
2. To get to know each other (even) better.

Conditions

1. The players do not have to know each other.
2. Number of players: 2–8.
3. Required: the 'inspirations' cards.
4. Playing time: 20–60 minutes.

Method

1. Put the cards face up on the table. In turn, choose a source of inspiration about which you want to share something yourself, or about which you would like to ask a question to one of your fellow players. Consider one or more of the following questions:
 - (a) What does this source of inspiration mean to you?
 - (b) Where and how often do you use this source of inspiration?
 - (c) How does this source of inspiration affect you?
 - (d) Do you use this source of inspiration in your work or personal life? If so, in what way? If not, why not? What would be the effect if you did use it?

2. When your chosen card has been discussed, the next player takes a card. This can also be a card previously chosen by someone else. Continue until all relevant sources of inspiration have been discussed. What are your conclusions?

Game variant for coaching

If you want to help a coachee explore his or her sources of inspiration, proceed as follows:

- (a) Choose up to five inspirations that are nourishing for you and order them from top to bottom, starting with the most important.
- (b) Discuss the inspirations one by one using the questions at step 1 of the method above.

METHOD APPLYING THE CONDITIONS CARDS

Goals

1. To gain insight into the conditions the players require to be motivated to work.
2. To get to know each other (even) better.

Conditions

1. The players do not have to know each other.
2. Number of players: 2–6.
3. Required: the 'conditions' cards. Pen and paper.
4. Playing time: 30–60 minutes.

Method

1. Put the cards face up on the table. Write down up to eight conditions that are important for you to be motivated to work in your current job. If possible, rank them in order of importance.
2. In turn, take the cards with the conditions on your list and put them in front of you in your chosen order of importance. Explain your choices. Also state which conditions are (partially) met and which are not. How does that affect you? The other players may ask questions. When you are done, put the chosen cards back.
3. When everyone has had their turn, see if there are any notable differences between the players' chosen conditions or the extent to which they are currently being met.

Game variant for coaching

If you want to help a coachee explore opportunities to increase their motivation for their current work, proceed as follows:

- (a) Choose up to 10 conditions you need to be motivated to work. Then make two vertical rows: one with conditions that are being met within your current work and one with conditions that are not (fully) being met.
- (b) Discuss the result using the following questions (for each condition):

- What is the effect on you of the conditions that are being met?
- What is the effect on you of the conditions that are not (fully) being met?
- Can you do anything to improve the conditions that are not (fully) being met? If so, what?

If you want to get a more complete picture of what is going on in someone's work situation, you can combine the outcome of this game variant with the outcome of the game variant for coaching that applies the 'activities' cards.

METHOD APPLYING THE LIMITING BELIEFS CARDS

Goals

1. To help the players gain insight into their own limiting beliefs.
2. To get to know each other (even) better.

Conditions

1. The players do not have to know each other.
2. Number of players: 2–6.
3. Required: the 'limiting beliefs' cards. Pen and paper.
4. Playing time: 30–60 minutes.

Explanation

The limiting beliefs are the most confronting part of this game. They are automatic, negative thoughts that unnecessarily restrict your freedom of choice and action. These thought patterns often originate in childhood, but they can also develop later in life. Limiting beliefs are usually emotionally charged and have a strong influence on your behaviour. That is why it is important to know and define them.

How do people deal with their limiting beliefs in everyday life? This is often done in a way that maintains these beliefs. Three possible ways are:

- **Surrendering.** You go along with the limiting belief. By thinking about it often, you keep nourishing the belief. This creates a self-fulfilling prophecy, because you start interpreting everything in a way that fits the limiting belief.
- **Avoidance.** You try to avoid the situations that trigger the limiting belief, and the associated unpleasant feelings, as much as possible.
- **Compensating.** This occurs when you try to convince yourself and others that the opposite of the limiting belief is true. For example, if you think you are worth less than others, you may act like you are better than them.

Method

1. Put the cards face up on the table. Write down up to five limiting beliefs that bother you the most. Also note in which situation that is the case and what effect that has on you.

2. In turn, put the cards you chose in front of you and explain your choices. The other players can ask questions. How could you deal with your limiting beliefs? Give each other tips. Then put the chosen cards back.
3. When everyone has had their turn: what are your conclusions?

Game variant for coaching

In most coaching processes, there comes a time when it is helpful to examine a coachee's limiting beliefs.

- (a) Choose a minimum of two and a maximum of five limiting beliefs that you recognise in yourself.
- (b) Discuss each limiting belief using the following questions:
 - In what situation do you suffer from this limiting belief? How does it affect you?
 - What best describes the way you deal with this limiting belief: surrendering, avoidance or compensating?
 - Is this limiting belief related to your coaching question? If so, in what way?
 - What are the pros and cons of maintaining this limiting belief?
- (c) When all limiting beliefs have been discussed: which limiting belief is a priority for you to work on? How could you do that? What would be the most positive effect of reducing or eliminating this belief?

Other card games

The Motivation Game is part of a series of card games that also includes The Feedback Game, The Leadership Game, The Values Game, The Feelings Game, The Quotations Game and Getting Acquainted. You can find more information at: www.kwaliteitenspel.nl/en

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